DOCUMENT RESUME

ED 121 288 95 IR 003 265

AUTHOR Roughton, Anne
TITLE An Outline of How to Plan for a Workshop.
INSTITUTION San Francisco Public Library, Calif. Bay Area Reference Center.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
PUB DATE 76
NOTE 39p.

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage
DESCRIPTORS *Guides; *Library Programs; Planning; Program Evaluation; Program Planning; *Workshops

ABSTRACT

A guide for planning a library workshop is presented in five parts: (1) the workshop planners, (2) planning the program, (3) the day of the workshop, (4) evaluation and followup, and (5) information sources. The bulk of the guide is part 2, planning the program, which covers needs assessment, objectives, audience definition, selection of time and place, equipment and materials, presentation techniques, speakers, budgeting, kit materials, display plans, announcements, and agenda. Most of the instructions are given in outline form as lists, questions, or brief directions. Appendixes contain a briefly annotated bibliography, definitions of selected terms, and questionnaires. (LS)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED121288

AN OUTLINE OF HOW TO PLAN FOR A WORKSHOP*

by Anne Roughton

*Workshop
"An instructional method in which persons with common interests and problems meet with appropriate specialists to acquire necessary information and develop solutions through group study."
(*Dictionary of Education*, 3d ed.)

*Workshop
"A course or discussion group which emphasizes the exchange of ideas and the demonstration of methods and practical application of skills and principles mainly for adults employed in the field."
(CLENE)

*Workshop
"A gathering of individuals with a common learning goal that can be achieved through guided instruction and exercise in a brief period of time."
(Tulsa. *Workshop Manual*)

*Workshop
"A seminar, discussion group, or the like, which emphasizes exchange of ideas and the demonstration and application of techniques, skills, etc."
(*The Random House Dictionary of the English Language*)

Prepared by
Anne Roughton
BARC Workshop Coordinator

Ably aided and abetted by
Gil McNamee
Audrey Powers
Dan Maurer
of the BARC Staff

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

San Francisco Public Library
Bay Area Reference Center
San Francisco, Calif.

IR 003 065

CONTENTS

I. THE WORKSHOP PLANNERS..... 4

II. PLANNING THE PROGRAM

Assessing needs..... 5-6

Prepare workshop objectives..... 6-8

Define audience..... 8-10

Pick time and place..... 10-12

Select presentation techniques..... 12-15

Plan for equipment and materials..... 15-16

Speakers..... 16-17

Budget..... 17-19

Prepare the kit materials..... 19-20

Plan for materials to be included in displays... 20-21

Send out the workshop announcement..... 21-22

Plan the agenda..... 22-23

III. THE DAY OF THE WORKSHOP..... 23-25

IV. EVALUATION AND FOLLOW-UP

Evaluation..... 25-26

Follow-up..... 26-27

V. SOURCE LIST..... 27-30

APPENDIXES A, B, C

• • •

I. THE WORKSHOP PLANNERS

The planning group which will plan your workshop may be:

A decentralized committee.

A coordinated group working together.

An individual person - who will always need some help from the library staff.

In addition to members of the library and/or system staff the planning group might include:

Subject specialists.

Consultants from the State Library.

Someone from BARC.

Librarians from other libraries or systems.

I. THE WORKSHOP PLANNING, continued

The planning group should begin planning three or four months before the workshop. They will want to divide responsibilities for:

Program planning

Program implementation

Overnighting arrangements

Follow-up

Evaluation

Fly

Kit materials

Display

Helpful hints from those who have been there:

"When having a planning committee meeting [illegible] (in person)."
—Ohio Library Association

"[illegible] PLANNING AND PREPARATION WORK IN HERE Please include [illegible] ONE OTHER PAGE."
—Barbara Conroy

15. PLANNING THE PROGRAM

Potential Pitfalls

or

What should the topic of the workshop be?

To decide on a topic the planning committee might:

Send out a questionnaire to staff:

Interview staff members.

Have a brainstorming session.

Simply look around the library for "problem" areas.

Talk to staff members. Send out your questionnaires please!

All of the above.

[illegible] (Barbara Conroy)

[illegible]

[illegible]

1. [illegible]
2. [illegible]
3. [illegible]
4. [illegible]

[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]

1. [illegible]
2. [illegible]
3. [illegible]
4. [illegible]

THE RIGHT ROOM

The right site is very important to the success of the workshop.

There are many requirements for a good meeting place. Probably no room is ideal for everyone, and a room that is perfect for a lecture may be somewhat less than perfect for group discussions. The workshop coordinator, therefore, should have a good idea before choosing the site what type of workshop it will be, and, in addition, the approximate size of the audience.

I am listing, by no means in priority order, some items to think about in selecting a site. Many of the requirements listed pertain to the room itself; some are up to you to add.

Be sure to see and check the room(s) ahead of time; this should be done even if the facilities sound excellent, and even if they are located at some distance from you. They must be seen so that you can determine what you will have to bring with you on the day of the workshop.

1. Is the room comfortable? Air conditioned? Pleasantly decorated? Carpeted? Too hot? Too cold? Too dark? Too light? Street or other interfering noises? Pillars that may obstruct view?

2. Do the windows open? (If not air conditioned.)

3. Do the windows have shades or curtains? (To darken room for films, etc.)

4. How are the acoustics? Would it lend itself to discussion groups?

5. Are chairs movable? (For discussion groups and buzz sessions. You may want theater style in the morning and cabaret style in the afternoon.)

6. Does it have a stage? (Or raised platform for speakers, panels, role-playing, etc.)

7. Does it have a lectern? With a light?

8. Is there a sound system?

9. Does it have a blackboard?

10. Does it have a movie screen? TV monitors?

11. Is there room for videotape equipment?

12. Does it have tables? In the room or nearby? (For the projectors, discussion groups, exhibits, panels, working space, etc.)

13. Are the walls conducive to having posters and other exhibit-like materials?

14. Is there a place for a comfortable, fast registration?

15. Is there a place for coats, hats and umbrellas?

16. Can refreshments be had in the room? If not, be sure to find out closest place.

17. What is the best arrangement for smokers and non-smokers? Smokers in back? In front? On right? Left? Breaks?

18. Where is the closest telephone? Typewriter? Copying machine?

19. Where are the rest rooms?

20. Where are the electrical outlets?

21. Where is the fuse box?

22. What are the security precautions of the room? Nearest exit?

23. Is parking available? Free? Or closest parking lot? (Should be in announcement.)

24. What buses or streetcars serve your site? Approximate cab fare from terminals to site? (Should be in announcement.)

25. Is there a map indicating how to get to location? If not, make one. (Should be in announcement.)

26. Does the way to the room need directional signs?

27. Workshop coordinator should have or provide:

a. Water pitcher & glasses.
b. Watch with sweep second hand for timing (many meeting rooms do not have clocks).
c. Waste baskets.
d. Pointer (for blackboard).
e. Chalk.
f. Eraser.
g. Thumbtacks.
h. Masking tape.
i. Extension cord(s).
j. Three-prong adapter(s).
k. Pencils.
l. Paper.
m. Cash box (for registration). (And provide security.)
n. Change for persons at registration.
o. Spares--projector lamps, audio/TV tapes.

28. In addition to the above, if a hotel/motel is to be used, the workshop coordinator should also:

a. Get to know the meeting/conference manager well.
b. Know the approximate number who will require sleeping rooms.
c. Determine whether special rates are available to groups.
d. Know how the meeting rooms and eating rooms should be set up.
e. Know if special equipment will be needed and if there are special or no charges for this.
f. Should know where hotel contact person is during the meeting day for emergencies.
g. Make sure there are signs for registration, information.
h. Make sure meeting is listed on hotel's bulletin board.

* * *

--Gil McNamee
Bay Area Reference Center, March 1976.

Printed with LSCA funds.

II. PLANNING THE PROGRAM, continued

Presentation Techniques

Presentations made to a group

- Lecture
- Debate
- Interview
- Panel
- Role Play
- Demonstrations
- Skits

Group learning

- Discussion groups
- Role play
- Games
- Problem solving work sessions
- Case studies for discussion
- Demonstrations
- Brainstorming

Audio Visual Presentations

- Films
- Slides
- Filmstrips
- Video
- Audio tapes
- Records
- Multi-media
- Overhead projector
- Opaque projector
- Exhibits
- Posters
- Blackboard

And don't forget

- Kit materials

II. PLANNING THE PROGRAM, continued

Equipment and materials

Will you be using:

Films

Projector

Microphones

Videotapes

Television set and video playback equipment

Slides

Slide projector

Blackboard

Tables

Chairs

Maps

Lectern

Flip chart

For whatever you will be using:

Reserve (projectors, chairs, etc.) early.

Order (films, tapes, slides) early.

Buy or make (maps, flip charts) early.

Make sure there are spares--bulbs for projectors, etc.

See that there is chalk for the blackboard.

Who knows how to operate the machines?

Will masking tape be needed? or tacks?

Are there adequate electrical outlets available, or will extension cords and 3-prong adaptors be needed?

II. PLANNING THE PROGRAM, continued

Speakers

These may be chosen from:

Library personnel

State Library personnel

Local college and university staff people

Experts in the field

Issue-oriented community groups

Library Trustees or Commissioners

Business contacts

Local or state government agencies

Library schools

Etc.

Contact the speaker early. In the first letter, or during the first phone call, the following points should be covered:

Who's giving the workshop.

Nature and purpose of the workshop.

Time, date and place of meeting.

Why s/he is considered an appropriate person for this job.

Who will be attending workshop.

Type of presentation expected and amount of time allotted.

When s/he should arrive and what time s/he is to speak.

Contact person, with address and phone number.

Honoraria and expenses.

Inquire about any audiovisual equipment, or other special arrangements, needed for presentation.

Can they bring copy of their prepared speech for proceedings?

II. PLANNING THE PROGRAM, continued

The planners will need to know from the speaker:

Title and length of talk or presentation.

Biographical and background information, and photograph, if needed.

Her/his travel arrangements.

Should someone meet her/him at airport for shuttle??

About one week before the workshop a letter should be sent to the speaker which will include:

A reminder of time, date, and place of meeting.

Transportation and lodging arrangements.

Directions to meeting, or explanation of who will meet her/him, where and when.

A copy of the agenda.

Sometimes a phone call the day before can be made, if there is any doubt at all about the reliability of the speaker--past no-shows, etc. This should be done tactfully, of course.

Budget

Consider the following items which are relevant to your workshop. Chart with whom (if anyone) will pay the costs?

Speakers' travel expenses and fees (or honoraria)

Printing costs - for program, invitations or announcements, printed bags, etc.

Postage

Telephone

Room rent

Birthday bites

Meeting rooms

Lodging and meals for participants

Lodging and meals for staff and speakers

Equipment rental (and film, etc., rental)

Refreshment breaks during workshop

Travel expenses for out-of-town workers

Video tapes purchase

Display materials

If participants are to pay for the workshop, the Ohio Library Association says: "After the amount of expense to be incurred has been decided, decide the cost to the member to attend the meeting, and add 10% to determine registration fee."

One more word to this: It's good to make it clear that registration fees cannot be returned after a certain date. Remember, you will have to pay for all the meals, rooms, etc., which you have ordered.

Tracing the (c) analysis

[illegible]

IV. EVALUATION AND FOLLOW-UP, continued

Follow-up

Write thank you notes to speakers and to those persons outside of the committee who helped in workshop planning and implementation.

Pay all bills.

Proceedings. Will you need/want to do proceedings?

If so, who will edit them?

Who will print them?

Who will distribute them?

Will they be distributed free, or will there be a charge?

If there is a charge, who will handle orders and keep track of the money received?

Will you advertise their availability to others?

V. SOURCE LIST

Materials consulted in preparing this outline

Conroy, Barbara. *Staff development and continuing education programs for library personnel: Guidelines and criteria.* Western Interstate Commission for Higher Education, January 1974. $1.00. 23 pages. Publisher's address: P.O. Drawer P, Boulder, Colorado 80302.

Corrigan, Dorothy W. *Workbook for a successful workshop.* American Library Association, 1967. 35 pages.

National School Public Relations Association. *The conference planner; a guide to good education meetings.* Washington, 1967. 56 pages.

Ohio Library Association. *Workshop by design.* Ohio Library Association, 1975. $2.00. 17 pages. Publisher's address: 40 South Third St., Columbus, Ohio 43215.

Tulsa City-County Library System. *Workshop on Workshops; a guidance manual.* Produced in Cooperation with the Office of Library Independent Study College Entrance Examination Board, 1975. 31 pages.

And thanks to Peggy O'Donnell of the Southwestern Library Interstate Cooperative Endeavor for sharing materials from her workshop, "The Training Trainers Workshop."

* * *

The activity which is the subject of this report was supported in whole or in part by the U.S. Office of Education, Department of Health, Education and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

APPENDIX A

FOR LIBRARIANS PLANNING A WORKSHOP

Some Books, Monographs, Manuals, and Documents

American Society for Training and Development. *Training and Development Handbook.* New York, McGraw-Hill Book Company, 1967. $21.00. 650 p.

32 experts in the field of personnel training and development have contributed articles to this useful book. It covers such subjects as "Determining Training Needs," "Evaluation of Training," "Use of Consultants," "Planning and Scheduling." Articles include bibliographies.

Conroy, Barbara. *Staff Development and Continuing Education Programs for Library Personnel: Guidelines and Criteria.* Boulder, Colorado, Western Interstate Commission for Higher Education, January 1974. $1.00. 23 p. Publisher's address: P.O. Drawer P, Boulder, Colorado 80302.

A clear, concise, pragmatic set of guidelines and criteria that can be applied to program planning by library schools, library conference and workshop planners, state agencies, proposal writers, etc. The guidelines are concise statements of basic principles on which sound staff development and continuing education programs need be built. The criteria detail the supporting specifics--the "what's" that enable the requirements of the guidelines to be fulfilled.

Corrigan, Dorothy W. *Workbook for a Successful Workshop.* Chicago, American Library Trustee Association, American Library Association, 1967. $1.00. 35 p.

An outline of 22 steps for a successful workshop. Emphasis is on "arranging" the workshop; one would need to look elsewhere for detailed information on assessing needs, setting objectives, and program implementation. The reminder lists would be helpful to a workshop planner. Arranged in a rather childish workbook format.

Davis, Elinor L. and Lee-Allison Levene. "Workshop Strategy: a survival guide for planners," *Special Libraries* (February 1975) pp. 85-91.

Brief but helpful guidelines covering such topics as defining participants' needs, choosing dates and location, funding, scheduling. Includes a time schedule for carrying out these activities.

Illinois Libraries (July 1974). (Issue on Continuing Education)

Articles on various aspects of continuing education; includes an excellent bibliography that covers the literature from 1965 to 1974.

Kemp, Jerrold E. *Planning and Producing Audiovisual Materials.* 3d ed. New York, Thomas Crowell, 1975. $10.00.

New edition of basic work on how to plan and produce various types of A-V materials, including slides, tapes, etc. Profuse illustrations demonstrate steps of production techniques.

Kidd, James Robbins. *How Adults Learn.* Rev. ed. New York, Association Press, 1974. $14.95. 318 p.

Book provides both an excellent introduction to the field of adult education and a review of recent research. It is written "not for theorists by a theorist, but for practitioners by a practitioner." There is a bibliography at the end of each chapter.

Knowles, Malcolm. *The Modern Practice of Adult Education; andragogy versus pedagogy.* New York, Association Press, 1970. $12.95. 384 p.
Knowles views adult learning as a process of self-directed inquiry and believes this represents a distinct difference from the pedogogical process defined as leading children. He begins his book by defining the term "andragogy" and goes on to show how its application to adult learning makes new techniques necessary. The book explains these techniques. Good bibliographies throughout.

Koberg, Don and Jim Bagnall. *The Universal Traveller, a soft-system guide to: creativity, problem-solving and the process of reaching goals.* Rev. ed. Los Altos, CA, William Kaufman, Inc., 1974. $4.95. 128 p. Publisher's address: One First Street, Los Altos, CA 94022.
A thoughtful book, about problem solving. It is "dedicated to those who seek to add organization to the problem-solving process we call life. It is for those who desire to take charge of the multitude of situations which confront them and for those who plan to assure themselves of achieving personally and socially satisfying ends." Lots of good sense hints for workshop planners.

National School Public Relations Association. *The Conference Planner; a guide to good education meetings.* Washington, D.C., 1967. $12.00. 56 p.
An excellent guide for those planning workshops and conferences.

O'Donnell, Peggy. "Another Opening, Another Show," *Synergy* (Winter 1973) pp. 21-24.
BARC's former workshop coordinator provides useful suggestions about why and how to plan a workshop.

Ohio Library Association. *Workshop by Design.* Columbus, Ohio, 1975. $2.00. 17 p. Publisher's address: 40 South Third Street, Columbus, Ohio 43215.
Publication was intended to help O.L.A. groups design, present and evaluate workshops, but would help anyone with basics. Hints for discussion leaders on their role, and planning an outline.

Peat, Marwick, Mitchell and Company. *California Public Library Systems: a comprehensive review with guidelines for the next decade.* Los Angeles, 1975.
Read pages 13-1 to 13-4, on Continuing Education. One statement made is, "Library science is changing rapidly and preservice professional education becomes significantly obsolete within a very short time."

Training and Development Journal. American Society for Training and Development, 1945- . Monthly. $20.00/year.
Aimed primarily at trainers in business and industry. This is nonetheless definitely worth reading regularly. Short, meaty articles on subjects such as: "Achieving effective meetings--not easy, but possible," "More realistic role-playing," "Train supervisors to train." Has section of book reviews, and a monthly listing of "New Training Tools."

Tulsa City-County Library System. *Workshop on Workshops: a guidance manual.* Produced in cooperation with the Office of Library Independent Study, College Entrance Examination Board, 197 . 31 p.
This very helpful manual is for the person planning to conduct a workshop on how to give a workshop. The program is presented in four sections: Defining your goal; Defining your audience; Planning your program; and Planning your evaluation. Group exercises are suggested for each section. The manual will be available for purchase soon; for information contact: Peggy O'Donnell, Southwestern Library Association, 7371 Paldao Drive, Dallas, Texas 75240.

U.S. Department of Health, Education and Welfare. Social and Rehabilitation Service. *A Trainers Guide to Andragogy; its concepts, experiences and applications*, by John S. Ingalls. Rev. ed. Washington, D.C., U.S. Government Printing Office, 1973. 242 p.
In the last decade, educators, through research and systematic analysis of experience, have been discovering that adults are different as learners from children as learners. And a differentiated body of theory and techniques for helping adults learn has been accumulating rapidly. This monograph brings together these new concepts and techniques and shows how they can be applied to training.

U.S. National Commission on Libraries and Information Science. *Continuing Library and Information Science Education*, by Elizabeth W. Stone, Ruth J. Patrick and Barbara Conroy. Washington, D.C., U.S. Government Printing Office, 1974.
This report, which was commissioned by the National Commission on Libraries and Information Science, details the urgent need for continuing education for librarians, tells specifically what programs and resources should be developed, and recommends the creation of the Continuing Library Education Network and Exchange (CLENE). Extensive bibliography.

Warncke, Ruth. *Planning Library Workshops and Institutes*. (Public Library Reporter No. 17) Chicago, American Library Association, Spring 1976. n.p.
Manuscript currently in preparation.

• • •

--Compiled by Anne Boughton & Audrey Powers
of the Bay Area Reference Center, March 1976

The activity which is the subject of this report was supported in whole or in part by the U.S. Office of Education, Department of Health, Education and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

Appendix B

CONTINUING EDUCATION

SELECTED TERMS AND ORGANIZATIONS

TERMS

ADULT EDUCATION

A process whereby persons who no longer attend school on a regular and full-time basis (unless full-time programs are especially designed for adults) undertake sequential and organized activities with the conscious intention of bringing about changes in information, knowledge, understanding, skills, appreciation, and attitudes.
(Chester Klevins. *Materials and Methods in Adult Education*)

The process by which men and women (alone, in groups, or in institutional settings) seek to improve themselves or their society by increasing their skill, their knowledge, or their sensitiveness. Any process by which individuals, groups or institutions try to help women and men improve in these ways.
(Cyril Houle. *The Design of Education*)

ANDRAGOGY (an' - dra - go - gee)

The word derives from a combination of the classical Greek noun *agogo* (the activity of leading) with the stem *andr* (adult). Andragogy is thus defined as the art and science of leading adult learning (or helping adults learn).
(U.S. Dept. of Health, Education and Welfare. Social and Rehabilitation Service. *A Trainers Guide to Andragogy*)

CLINIC

A class, session, or group meeting devoted to the presentation, analysis, and treatment or solution of actual cases and concrete problems in some special field or discipline.
(*Webster's Third New International Dictionary*)

CONFERENCE

A formal meeting of representatives of a group for the purpose of discussion and deliberation.
(U.S. National Commission on Libraries and Information Science. *Continuing Library and Information Science Education*)

A meeting of two or more persons of common interest who come together primarily for consultation, discussion and interchange of opinions and ideas.
(*Dictionary of Education*, 3d ed.)

[illegible]

[illegible] education which the individual perceives will enhance [illegible] job competence.
(U.S. National Commission on Libraries and Information Science. Continuing Library and Information Science Education)

Any extension of opportunities for reading, study, and knowledge to [illegible] and adults following their completion of or withdrawal from [illegible] and college programs.
(Dictionary of Education, 3d ed.)

[illegible]

Ten contact hours of participation in an organized continuing education activity under responsible sponsorship, capable direction and qualified instruction.
(See: The Continuing Education Unit: criteria and guidelines. This 41-page booklet is available from the National University Extension Association, Suite 361, One Dupont Circle, Washington, D.C. 20036. $1.00.)

The CEU is:
—A meaningful unit for measuring participation in continuing education at a stated level of quality, content, and attendance.
—An acceptable means of documenting the worthwhile activities of those who believe that learning is truly a lifelong experience.
—A part of a voluntary system for documenting the efforts of practitioners to maintain or improve their competence.
The CEU is not:
—Awarded for non-learning activities such as business meetings, or travel time to attend classes.
—The same as a semester hour, a quarter hour.
—Intended to be convertible into academic credits.
—A form of recognition that any institution or organization is required to honor or accept.
[illegible] is investigating the possibility of utilizing the CEU for educational programs sponsored by [illegible].
(U.S. National Commission on Libraries and Information Science. Continuing Library and Information Science Education)

[illegible]

Efforts to provide for appropriate ways the professional growth and development of workers while on the job; illustrative are activities such as role-playing, internalization, experimentation, and laboratory sessions.
(Dictionary of Education, 3d ed.)

[illegible]

An instructional program [for a short or long period of time] set up for a special group interested in some type of specialized library activity.
(U.S. National Commission on Libraries and Information Science. Continuing Library and Information Science)

[redacted] (continued)

An arrangement for business and professional purposes by a formal alliance or treaty, usually more temporary than a commitment or confederation.
(Dictionary of Education, 3d ed.)

[redacted]

1. To gain advantage, superiorities, or success of through experience or skills
2. To try or try out or attempt; undertake.
3. To progress through experiments.
4. To develop techniques of, from use.
(American Heritage Dictionary)

[redacted]

A change in response or behavior (such as memorizing, processing, or applying rule of thumb) involving some degree of permanence, usually gained or shown by experience, such "experience" being in the data processing, but sometimes including significant unconscious components, as in coming to grasp meaning or in reasoning or in unforeseen projects. Includes behavior changes in the electronic sphere, but does usually refer to the acquisition of new facts (knowledge or word skills), does not include physiological changes, such as fatigue, or responses caused exclusively by maturation or unreinforced practice.
(Dictionary of Education, 3d ed.)

[redacted]

To participate in group, process such as academic or social, topic, tasks.
(American Heritage Dictionary)

[redacted]

The process and set of agreeing conditions and assuming consent for the purpose of sharing a point to purchase by a desired end; events designated the act of obtaining (sold, generally of cash or over non-proprietary item to sell) the item that agrees to the point's conditions and rights him to accept the sale or sold privileges and to subjects to sold successful agreements; also designates the use of various devices (as in the offering of rewards to an agent to the device to work).
(Dictionary of Education, 3d ed.)

[redacted]

Organizational arrangements have defined as an effort that is dynamic, organization-wide, and managed from the top, to increase organizational effectiveness and health through planned interventions in the organization's processes, using behavioral science knowledge.
(Richard Beckhard, Organization Development: Strategies and Models)

[illegible]

1. [illegible]
2. [illegible]

[illegible]

[illegible]

[illegible]

[illegible]

1. [illegible]
2. [illegible]

[illegible]

[illegible]

[illegible]

[

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

1. [illegible]

2. [illegible]

3. [illegible]

4. [illegible]

[illegible]

1. [illegible]

2. [illegible]